

Marton and District CofE Aided Primary School

Inspection report

Unique Reference Number	111329
Local authority	Cheshire East
Inspection number	378279
Inspection dates	18–19 October 2011
Reporting inspector	Sarah Drake

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	200
Appropriate authority	The governing body
Chair	Sue Furness
Headteacher	Nevin Deakin
Date of previous school inspection	02 February 2009
School address	School Lane Marton Macclesfield SK11 9HD
Telephone number	01260 224482
Fax number	01260 224629
Email address	head@marton.cheshire.sch.uk

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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 13 lessons taught by nine different teachers. They held meetings with school staff, members of the governing body, groups of pupils, and a small number of parents and carers. The inspectors observed the school's work and looked at documentation relating to pupils' progress and school, including safeguarding. They also took into account the questionnaires completed by pupils in Key Stage 2, members of staff and 60 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The progress made by different groups of pupils, with a particular focus on writing and pupils with special educational needs and/or disabilities.
- The effectiveness with which the teaching uses assessment and resources to adapt provision according to pupils' different needs.
- The rigour with which leaders at all levels analyse the school's strengths and areas for development in order to drive forward improvement.
- The success with which the Early Years Foundation Stage provision enables children to explore and learn both indoors and outside.

Information about the school

The school, which is smaller than the average-sized primary school, serves a widespread, settled and largely rural community. The overwhelming majority of pupils are of White British heritage. Few pupils are known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities supported by school action is broadly average; the proportion supported by school action plus or with a statement of special educational needs is well below average. Most children join the Nursery class in the term following their third birthday.

The school holds the Inclusion Quality Mark, the Activemark and the Eco-school award.

A privately-run out-of-school club opened on the school site in September 2011. This did not form part of this inspection. A report on its quality will be available on the Ofsted website once it has been subject to inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. The great majority of parents and carers are very supportive of the school with many making particularly positive comments about the happy atmosphere, recent changes to the curriculum and the overall improvement since the previous inspection. Pupils thoroughly enjoy their time at Marton, describing it as, 'fun, exciting and friendly'.

Children generally join the Nursery with skills that are at or above those expected for their age. They make good progress in the well resourced Early Years Foundation Stage, developing a willingness to think about their play that stands them in good stead for future learning. By the end of Year 6, attainment is consistently above average, with particular strengths in reading and mathematics. All groups of pupils make good progress. The teaching is of good quality overall. It provides pupils with interesting activities that enthuse them to try their best. Occasionally, particularly in whole-class sessions, the teaching is not adapted with sufficient precision to the needs and abilities of different groups. This leads to missed opportunities for pupils to make even better progress. The recently reorganised curriculum has been warmly welcomed by pupils, staff and parents and carers because it is bringing learning to life. It enables pupils to develop their skills incrementally, based on one central focus throughout different lessons.

Pupils behave well, are helpful and have a good understanding of how to stay safe and healthy. Their voice plays a prominent part in decision making, for example, changes to school meals. Pupils say that staff are sensitive to their concerns and, 'are good at listening and sorting out problems.' Although pupils' attitudes towards school and learning are very positive, attendance levels are only average because many families take holidays in term time.

Good quality leadership, based on accurate self-evaluation, has successfully driven forward improvement in a range of areas and provides the school with good capacity to improve further. Assessment procedures have improved greatly since the previous inspection, but the school does not yet make the best use of the information that is now available. The governing body is supportive of the school and some members are closely involved in its work but it is not yet sufficiently rigorous in holding the school to account, in relation to management procedures and pupils' progress.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently at least good by:
 - ensuring that whole-class input closely matches the needs of different groups
 - providing sufficient levels of challenge for more-able pupils
 - increasing the focus placed on the systematic development of pupils' skills and correct use of spelling and grammar.

- Sharpen the rigour with which leaders monitor and analyse the school's systems and procedures by:
 - defining the desired impact of planned actions on outcomes for pupils, and regularly evaluating their success
 - extending the use of assessment information as a driver for improvement
 - ensuring more members of the governing body are actively involved in holding the school to account.

- Raise attendance levels to at least above average by reducing the number of holidays taken during term time.

Outcomes for individuals and groups of pupils

2

Through the positive attitudes that they adopt in lessons, pupils show that they 'really enjoy learning a lot'. They are often eager at the start of lessons, welcoming the activities with enthusiasm because they find them interesting although sometimes their concentration lapses, especially when the tasks do not provide different groups of pupils with the right levels of challenge. Pupils think about what they are doing and take care with the presentation of their work. They ably apply their well-developed skills in a range of different situations, for example, their comprehension skills to solve problems. However, their spelling and use of grammar are less well developed. This prevents attainment levels in writing from being as high as those in reading and mathematics. Pupils know their learning targets, where to find them and how well they are doing in relation to reaching them. This understanding, combined with high levels of motivation, underpins their good learning and achievement. All groups of pupils, including those with special educational needs and/or disabilities, make good progress from their starting points. They are well-equipped for the next stage of their education.

Pupils' good behaviour, manners and relationships make a positive contribution in lessons and also to the school's happy, supportive atmosphere. Pupils have a strong moral sense and are reflective about, for example, the impact of their own and others' actions, and what steps they might take to ease any difficulties. They demonstrate their mature understanding of how to keep safe as many make their way to and from the school buses at the beginning and end of the school day. Pupils contribute well to their immediate community, for example, through the school council and eco-group, and also further afield through activities such as the Marton Wakes celebration in each of the seven parishes that the school serves. Their familiarity and understanding of other cultures within the United Kingdom are less

strong. The majority of pupils attend school regularly for most of the available time. However, too many are taken on family holidays during term time, meaning that they miss out on important learning. In the past year over half the school's pupils were absent for this reason.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Good quality relationships, interesting activities, a brisk pace and the use of a range of different styles suited to different ways of learning, are hallmarks of teaching throughout the school. This creates a learning environment in which pupils feel confident to 'have a go'. In the best lessons, teachers make exceptionally good use of the knowledge gained through assessment of pupils' work to adapt the level of questioning and reshape activities as the lesson progresses. This challenges pupils to extend their thinking skills and adds extra impetus to their learning. Such high quality teaching is not yet consistent throughout the school. Good use of subject-specific language encourages pupils' understanding of key vocabulary and concepts. In most lessons interactive whiteboards are used well. Teaching assistants generally play an important role, supporting those who find learning more difficult, although they are less well deployed in whole-class sessions. During small group and independent work, as well as when marking, adults support pupils well as they comment on their work but they do not always draw enough attention to inaccuracies in pupils' spelling and grammar.

The recently introduced curriculum is well organised, suitably balanced and enhanced by a wide range of popular extra activities, including sports and the 'Green Fingers and Muddy Faces' gardening club. The curriculum's thematic content, which is sometimes based on a class book and always includes a celebratory event, such as a day making gingerbread houses, provides pupils with an inspirational context for learning. For example, the summer term pilot project in Year 6 led to a high quality books about issues in South Africa based on the story Journey to Johannesburg. There has not yet been enough time to measure the impact of the curriculum on

¹The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

pupils' progress but staff, parents and carers are already noticing an increased enthusiasm among pupils to continue working at home and improvements in the quality and content of their written work.

Staff know pupils well as individuals and show great sensitivity to their needs so that pupils feel very well cared for and confident to approach adults should they have concerns. The needs of pupils with special educational needs and/or disabilities and those whose circumstances make them likely to be more vulnerable are diagnosed early. They are given sharply-focused support which underpins the good progress they make. Good arrangements, including visits and some shared teaching strategies, support pupils' transition to secondary school. The school's actions to improve attendance levels are not sufficiently reducing the number of holidays taken in term time.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Under the dynamic leadership of the headteacher many changes have been introduced since the previous inspection. More members of staff are involved in monitoring and evaluating the school's work and pupils' rate of progress has increased. Staff work well as a team and willingly volunteer to take on responsibilities, such as the development of the curriculum. Assessment is more accurate than in the past and leads to swift action to support any pupils who are not making the expected progress. However, the school does not yet use the information sufficiently well to challenge those who are making more rapid progress. Opportunities are sometimes missed to use data to measure the impact of actions identified in school development planning. Governance is satisfactory. A few members of the large governing body play a strong role in the life of the school and make a significant difference, for example, in ensuring the budget is no longer in deficit. Members of the governing body are less rigorous in ensuring the consistent implementation of all policies and procedures.

Procedures to promote safeguarding are satisfactory, with suitable training for staff and swift response to the identification of potential risks. The school's supportive and inclusive environment, together with its good provision for pupils with special educational needs and/or disabilities, provides good equality of opportunity for all. The school is proactive in strengthening pupils' awareness of diversity within British society and, through links with a school in Kenya, also opening their eyes to the global community. It acts as a hub for many local events, drawing together young and old from across a widespread area. Good quality partnerships with a range of other professionals, parents and carers enhance pupils' learning through the provision of extra resources and access to the world of work.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children settle well in the Nursery, quickly developing friendships and becoming confident to experiment and explore. The provision here and in the Reception class covers all areas of learning well, with continuous access to the spacious outdoor areas. However, adults do not always position themselves with enough care to ensure they can interact effectively with children. Planning is based firmly on the information gained from observations of children’s interests and the development of their skills. Through adept questioning, adults ensure that children learn and develop their thinking skills, whilst also having fun. Very good support for those with special educational needs and/or disabilities, including close liaison with parents and carers, enables them to make good progress alongside other children. All staff pay good attention to ensuring children’s welfare. Warm relationships, effective use of praise and clear expectations of behaviour and working together combine to create a happy learning environment. The great majority of children join Year 1 with skills that are above those expected for their age. Children’s personal development is a particular strength, but their early writing skills lag behind those in other areas of learning. The provision is led well following changes in staffing and the leader’s role this term. New management systems are now being developed. There is a clear sense of teamwork and the effectiveness of the provision is regularly reviewed to ensure that it enables children to make good progress.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	2
Taking into account: Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	2

Views of parents and carers

Most parents and carers hold positive views and express appreciation for the wealth of opportunities that contribute to their children's happiness at school. A small number raised a range of issues, particularly related to the provision for physical education, the progress made by their children and the school's response when they voice their concerns. The inspectors explored the individual points raised with the school's leadership. They found that the curriculum provides a broad balance of different subjects, that pupils make good progress, and that suitable procedures are in place to respond to any concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Marton and District CofE Aided Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 60 completed questionnaires by the end of the on-site inspection. In total, there are 200 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	62	23	38	0	0	0	0
The school keeps my child safe	27	45	31	52	1	2	1	2
The school informs me about my child's progress	25	42	32	53	2	3	1	2
My child is making enough progress at this school	18	30	35	58	6	10	0	0
The teaching is good at this school	30	50	28	47	2	3	0	0
The school helps me to support my child's learning	26	43	31	52	3	5	0	0
The school helps my child to have a healthy lifestyle	19	32	33	55	7	12	1	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	28	47	27	45	1	2	0	0
The school meets my child's particular needs	24	40	30	50	4	7	0	0
The school deals effectively with unacceptable behaviour	21	35	29	48	5	8	3	5
The school takes account of my suggestions and concerns	19	32	32	53	3	5	3	5
The school is led and managed effectively	26	43	26	43	3	5	5	8
Overall, I am happy with my child's experience at this school	29	48	29	48	2	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



20 October 2011

Dear Pupils

Inspection of Marton and District CofE Aided Primary School, Macclesfield, SK11 9HD

The other inspectors and I greatly enjoyed our visit to your school. Thank you very much for your warm welcome and for explaining to us why you enjoy your school so much. We agree with you that it is friendly and exciting. The senior leaders have made lots of improvements since the last inspection and the school is now good.

Children get off to a good start in the Early Years Foundation Stage. Pupils of all ages make good progress so that by the end of Year 6 you achieve levels overall that are above those reached by pupils nationally in English and mathematics. We have asked the school to make sure that your spelling and use of grammar are consistently as good as your other work. We were very impressed by your artwork and enjoyed listening to your singing. You behave well and have a good understanding of how to stay safe and healthy. We were pleased to hear how your views help to make the school better for everyone.

Your teachers provide lots of interesting things for you to do and make your learning fun. We have asked the leaders to make sure that the activities are always well adapted so that they provide you with just the right levels of challenge to help you make even better progress. We were pleased to see how the new curriculum is encouraging you to work even harder. We were also pleased to hear how well supported you feel by all the adults in school.

We know that you really enjoy coming to school but too many of you go on holidays during term time. We have asked the school to persuade your parents and carers to choose other times of year. Perhaps you could do a bit of persuading too!

Yours sincerely,

Sarah Drake
Lead inspector

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